Vicksburg Community Schools Proposal Form with Guidance

Please review *VCS General Guidelines for Program Review and Proposal Development* prior to completion of this form. Send completed *Proposal Form* and supporting documents to the Curriculum office by March 1st. **Note:** The first page of this form is the cover sheet and proposal checklist for use as you edit or create your final draft to ensure each section has the required information. The proposal request form begins on page 3.

Title of Proposal: Agile Mind CCSS Mathematics 6, 7, & 8

Proposal Author(s): Jeff Briggs, Mandy Keiser, Jared Meyer, Dawn Simpson, Phil Timko

Department and Curriculum Area: Math Building: Middle School

Committee Members: Jeff Briggs, Mandy Keiser, Jared Meyer, Dawn Simpson, Phil Timko, Gail Van Daff

- This proposal is for:
  - X Textbook and other teaching resources *(requires planned pilot process as part of the proposal request)*
  - ☐ New courses or course revisions
  - X Full program or curriculum area reviews
  - ☐ Program or curriculum area modifications
  - ☐ Supplemental Instructional/Intervention Resource

- Proposal Background & Overview – Write a narrative that includes:
  - X Relevant background/history.
  - X Problem or other basis for the proposal (i.e. student needs, etc.).
  - X Reasons for making the change.
  - X Targeted School Improvement Goals

- Complete Description of Proposed Change(s):
  - X List all major changes, components and/or strategies of the proposal.
  - X Give rationale for each change (base the rationale on research or best practice information).
  - X Include new course/textbook title, course/textbook replaced, credit, and prerequisite(s).
  - X Attach the current content expectations, course outline, and/or general syllabus.

- Implementation Plan
  - X Give a full explanation of the implementation timeline, action items, and responsibilities for implementing.
  - X Itemize, in detail, all proposal costs. Include 1st year costs and a budget to maintain the proposal after implementation. Include resources needed to support change. (texts, soft/hardware, web-based license, consumables, training, substitute cost for training, equipment, personnel). **Include attachment if needed.*

- Anticipated/Expected Impact
  - X Explain the anticipated proposal outcomes. Describe how the proposal will impact students, staff, and the instructional program. Include expected gains in student success. Include how this proposal articulates with other courses/levels in this subject area & across the curriculum.

- Proposal Evaluation Plan and Student Achievement
  - X Explain how this proposal will be evaluated, the timeline used, what data is to be collected (survey results, national, state, district, or classroom assessments), and how the evaluation will be reported.

Dates of Anticipated Review and Action: DSISC: February 21 BOE: March 9

Principal's Signature(s): Matt Olsen

(To be completed by Director of Curriculum and Instruction upon receipt of proposal.)

Date Received: 1/14/20

Comments on proposal:

RESPONSE:

☐ Need more information: _____

☐ Need to consult with:

- ☐ the building principal(s) affected by this proposal
- ☐ curriculum area chairperson
- ☐ Other: _____

☒ Proceed as outlined in the proposal

Neil VanDam — 2-21-20

Director of Curriculum and Instruction — Date

[signature] — 3-3-20

Director of Technology — Date

Proposal Background & Overview:

In 2010 Michigan State Legislature adopted the Common Core State Standards, without having an aligned textbook series available. The Eureka Common Core curriculum has been in use by the VCS Math Department since 2014. The course comes with a curriculum that includes student and teacher handouts for each lesson, but no textbook or online resources.

The Eureka program has multiple drawbacks:

1. Eureka lacks effective resources for assessment, differentiation, usability, and support materials.
2. Eureka lessons are teacher-led with very little opportunity for students to make use of the 8 math practices while working through the curriculum as identified by common core.
3. Students and parents lack resources to assist themselves when absent or struggling to understand.
4. Teachers are focusing efforts on content development instead of instruction.
5. Teachers are being required to create supplemental material in order to bridge the gaps in coverage from Eureka's content. Despite these efforts, on average the students are performing lower than the state standards.

Student growth and proficiency in the last 3 years have been at or near the state average which does not meet our expectations and desired goal. 8th Grade MSTEP and PSAT scores are far below our goal for college ready students.

In March of 2019, members of the middle school math team conducted Phase 1 and 2 of the Course Design Review Process resulting in the decision to do a comprehensive review of an alternative instructional resource. In December of 2019, the current middle school math teachers conducted Phase 3 of the Course Design Review process by implementing the Instructional Materials Evaluation Tool (IMET) for mathematics with the instructional resources from Agile Mind. The result of the evaluation indicated that the Agile Mind resources met the required criteria. The use of Agile Mind at Vicksburg Middle School will also ensure vertical alignment with the instruction at our high school.

Targeted School Improvement Goal:

- Goal 2: All students at Vicksburg Middle School will be proficient and/or demonstrate sufficient growth towards proficiency in all core content areas of English Language Arts, Mathematics, Science, and Social Studies.
- Measurable Objective: 100% of All Students will increase student growth with a mean SGP of 55 in Mathematics by 06/10/2022 as measured by the 2022 Michigan state standards assessment.

Complete Description of Proposed Change(s):

Major changes, components or strategies of proposal.

All current core math classes and accelerated courses for 6th and 7th will begin the use of new instructional materials and resources from Agile Mind. These resources provide highly-usable digital and print resources for comprehensive curriculum, formative assessment, job-embedded professional support, student practice, and real-time reporting. The rationale for change is outlined in the "Anticipated/Expected Impact" section below.

Grade	***New Textbook Title/Instructional Resource***	***Previous Textbook/Instructional Resource To Be Replaced***
6	*Agile Mind CCSS Mathematics 6*	*Eureka Math*
7	*Agile Mind CCSS Mathematics 7*	*Eureka Math*
8	*Agile Mind CCSS Mathematics 8*	*Eureka Math*

- *Standards for math: https://www.corestandards.org/Math*

Implementation Plan:

a. Implementation strategies

Timeline	**Action**	**Person(s) Responsible**
February 21, 2020	Proposal to DSISC	Dawn Simpson
March 9, 2020	Proposal to VCS School Board - at Indian Lake	Dawn Simpson, Jared Meyer, Phil Timko, Jeff Briggs
Summer 2020	Ordering Agile Mind topic packets (Office Depot)	Curriculum Office
Summer 2020	Ordering Agile Mind student access accounts	Curriculum Office
Summer 2020	Department work on implementing Agile Mind curriculum for the first day of school.	Dawn Simpson
Summer 2020	Agile Mind regional PD	Mandy Keiser
Summer 2020	Summer Curriculum Work - Department work on Assessments for Topics 1-5	Dawn Simpson
Fall 2020	Agile Mind parent night (week before school)	Dawn Simpson
Fall 2020	Full day department pull-out: Topic debrief and future topic assessment planning.	Dawn Simpson
Winter 2020	Full day department pull-out: Topic debrief and future topic assessment planning.	Dawn Simpson
Spring 2021	Full day department pull-out: Topic debrief and future topic assessment planning.	Dawn Simpson
Ongoing 2020-21	Math department review/evaluate implementation of Agile Mind Year 1	Dawn Simpson

b. Proposal Costs

Description	**Number Needed/ Cost per Unit**	**Total Cost**	**Funding Source**
Materials *(add rows if needed)*			
Student Accounts (Agilemind.com)	6th - 180 x $12 - $2160 7th - 190 x $12 - $2280 8th - 135 x $12 - $1620	$6060	General Funds
Student Activity Books	6th: 15 Topics, 180 students (2700 sets)/ $0.75 average = $2025 7th: 15 Topics, 190 students (2850 sets) / $0.75 average = $2138 8th: 15 Topics, 135 students (2025 sets) / $0.75 average = $1519	$5682	General Funds
Teacher license (Agilemind.com)	6th - 2 x $600 7th - 2 x $600 8th - 2 x $600	$3600	General Funds
KUTA - Infinite Pre-Algebra (Campus login, dependent on VHS access)	1 x $360	$360	General Fund
Professional Learning/Summer Curriculum Work			
Summer Curriculum Work	2 days - 7 people $75 x 14	$1050	General Funds
Agile Mind Institute	Lodging: 2 nights x 4 rooms @ $150/room Transportation: School Van	$1200	Title IIA
Full day department pull-out: Topic debrief and future topic assessment planning.	Subs: $90/day x 6 teachers x 3 days	$1,620	Title IIA
Total Costs	**$19,572.00**		

Anticipated/Expected Impact:

Proposal outcomes

- Students will perform proficiently on the standardized state assessment that is aligned to Common Core State Standards as well as district and classroom assessment
- Students will experience an increase in the consistency of instruction and assessment
- Benefits to the students will include:
    - Greater student engagement and opportunity for choice.

- With the technology component - more independence and exploration from students.
- Increased collaboration and meaningful practice.
- Students will have access to curriculum resources and practice online
- Ability to engage with modeling digitally
- An increase in the student's ability to explain their math process
- Students will develop a stronger conceptual understanding.
- Stronger assessment scores

Proposal Evaluation Plan and Student Achievement:

Evaluation and assessment

Agile Mind will be evaluated using results from the standardized state assessments (cohort data). Unit assessments and end-of-course assessments will be used throughout. Student, parent, and teacher feedback will also be collected and analyzed.